

Apprenticeship Section- (360) 902-5320  
PO Box 44530, Olympia, Washington 98504-4530  
Web site: <http://www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp>

DATE: October 14, 2005

TO: Washington State Apprenticeship and Training Council Members  
Labor and Industries' Apprenticeship Coordinators  
Washington State Apprenticeship Training Directors/Coordinators  
Interested Apprenticeship Stakeholders

FROM: Nancy J. Mason, Apprenticeship Program Manager

SUBJECT: **QUARTERLY REPORT FOR FIRST (FY) QUARTER 2006  
(July - September 2005)**

There were **12,582** active apprentices for the 12-month time period ending September 30, 2005 of which **1992** were women and **2635** were minority.

For the time period July 1 - September 30, 2005:

- **169** individuals received completion certificates;
- **1353** individuals were registered;
- **2** committees were registered with a total of **2** occupations;
- **6** programs were registered with a total of **6** occupations; and
- **3** occupations were added to **3** existing program.

As of September 30, 2005 there are:

- 251 registered programs, of which there are:
  - **39** plant programs;
  - **1** OJT program;
  - **115** Group-Joint programs;
  - **66** Individual-Joint programs;
  - **17** Group Non-Joint Programs;
  - **12** Individual Non-Joint programs; and
  - **1** Individual Waiver program

If you break this out to one program equals "1 occupation with one committee" then there are currently **688** individual programs.

**208** Training agents were added during the quarter.

## General Apprenticeship Activities:

The following committees/programs/occupations were approved at the July 2005 WSATC quarterly meeting.

Home Care Quality Authority/Service Employees Int'l Union, Local 775	Individual In-Home Care Worker	New Committee
Northwest Independent Contractors Association Apprenticeship Committee	Carpet, Linoleum and Soft Floor Layer	New Committee
City of Ridgefield, City Hall	Administrative Assistant	New Standards
City of Ridgefield Public Works Department	Public Utilities Maintenance Worker	New Standards
Glaziers, Architectural Metal and Glassworkers Residential Apprenticeship Committee	Residential Glazier	New Standards
Washington State University Extension Port Angeles 4-H Apprenticeship Training Program	Youth Development Practitioner	New Standards
Washington State University Extension Pullman 4-H Apprenticeship Training Program	Youth Development Practitioner	New Standards
Washington State University Extension Puyallup 4-H Apprenticeship Training Program	Youth Development Practitioner	New Standards
Franklin P.U.D. - Local 77 IBEW Apprenticeship Committee	Meterman	New Occupation
I.E.C. of Washington Apprenticeship and Training Committee	Limited Energy/Sound & Communication Electrician	New Occupation
Seattle Machinists Apprenticeship Committee	Gear Machinist	New Occupation

## 2004 Affirmative Action/Compliance Reviews

L&I Apprenticeship Coordinators continue with 2004 Affirmative Action/Compliance Reviews. As of September 30, 2005, **127** compliance reviews have been received at Central Office. There are 253 programs on the to-be-reviewed list. This also includes about 20-25 programs based in Oregon.

## **New Apprenticeship Coordinator Monthly Activity Reports (MAR)**

Beginning with the July 2005 AC MAR, the MAR format has been changed and the report results are now available on the INTRANET.

<http://scsd.inside.lni.wa.gov/apprenticeship/MARinfo.htm>

Additionally, master copies of the MAR forms for each AC1 are available for their use and can be updated with new programs/committees as needed.

## **Career Videos**

America's Career InfoNet, <http://www.acinet.org> now has a Career Videos which may be viewed using either Windows Media or RealOne Player and in English or Spanish! There are nearly 450 videos of people at work in various occupations showing the kind of work involved and providing the typical educational background. There is even a video explaining what Registered Apprenticeship is! Each video runs approximately 2 to 3 minutes, check them out at:

[http://www.acinet.org/acinet/videos\\_by\\_occupation.asp?id=27,&nodeid=28](http://www.acinet.org/acinet/videos_by_occupation.asp?id=27,&nodeid=28)

## **Apprenticeship Registration and Tracking System (ARTS) On-line update:**

A request to begin the process of allowing external access to ARTS data by registered programs has been submitted. If the request is approved, this will require a major re-write of the system but will allow direct, secure, access to data by the programs and would allow programs to enter and update data on their apprentices and receive reports as needed. This was one of original goals when we began the process of updating ARTS.

Addition updates to the system continue to include:

- New "Programs by County" request format and new results format. Results will be format by Occupation. This makes the report longer but easier to read.
- Adding a "received date" to the annual wage.
- OJT hours and RSI hours reports.
- Revised apprentice cards (SSN's are no longer on the cards).
- New Journeyman cards

We continue to work on updating the data in the system to ensure accuracy of the data. We appreciate being informed of any inaccurate data so that we can get it corrected as soon as possible. Most corrections to data can be done by sending us an email asking for the information to be corrected.

## **New position: Apprenticeship Development Manager:**

Recruitment has begun for a new position in the Apprenticeship Section and the individual hired will work directly for the Apprenticeship Program Manager.

Link to the actual announcement:

<http://www.lni.wa.gov/main/findajob/bulletins/26340415310040594.asp>

The principle responsibilities are expected to be as follows:

In collaboration with the Washington State Apprenticeship and Training Council and the Agency's Apprenticeship Program this position develops and coordinates public information strategies for apprenticeship activities.

The Apprenticeship Development Manager will be accountable in the following respects:

Market, promote, and encourage the use of the apprenticeship training model to employers, governmental agencies, community based organizations, educational institutions, veteran programs, businesses, and the general public (future apprentices). Responsibilities include development and implementation of plans and strategies to achieve highly effective outreach, education, and communication relating to apprenticeship. These efforts include making arrangements and coordinating resources for all statewide apprenticeship outreach activities. Major decision making responsibilities brought to this position require the ability to analyze the priorities and needs in order to implement the appropriate means to effectively manage apprenticeship outreach.

Qualifications of successful candidate for this position are expected to include:

Experience and working knowledge of workforce development initiatives and systems. Bachelor's degree in marketing, communications or related field.

*Knowledge of:*

- Outreach and marketing principles and strategies;
- Workforce development strategies and initiatives;
- A general understanding of the workforce development system in the State of Washington, including the apprenticeship training model.

*Skills and Abilities to:*

- Develop and present information to individuals and various sized groups using PowerPoint;
- Serve on committees and boards in a manner which facilitates the development of effective partnerships and relationships;
- Provide training to various audiences in a variety of forums;
- Research and assess labor market data;
- Coordinate and facilitate outreach events and informational symposiums;
- Effectively communicate with a diverse range of individuals.

*Application Process:*

Submit your completed WA State Job Application form. E-mail applications are due by 5:00 p.m. on the closing date. Hard copy applications must be received no later than the closing date to be given further consideration. Electronic applications in Word format are preferred however, hard copies may be sent to Office of Human Resources:

[Jobs@LNI.wa.gov](mailto:Jobs@LNI.wa.gov)

Please indicate subject line: 26340-4153-100405.94

Dept. of Labor & Industries

P.O. Box 44821

Olympia, WA 98504-4821

Fax: 360-902-5721

Washington State Job Application Form is found at:

<http://hr.dop.wa.gov/forms/dopforms.htm>

**Washington Learns “Market Place” Activity - Spokane Public Schools Pre-apprenticeship Program presentation:**

**Source:** Chuck Danner, Training Coordinator, E. WA. - N. ID. - Columbia Basin  
Carpenters-Millwrights-Piledrivers

**Question 1. Briefly describe your program or effort.**

Spokane Public Schools Pre-apprenticeship program has been designed and developed to provide opportunities for students, contractors, apprenticeships and the school district.

For **high school students**, pre-apprenticeship is a course of study in professional-technical programs related to the construction and building trades which, upon successful completion, provide students with advanced standing for a seamless entry into post-secondary apprenticeship training programs.

For **contractors and apprenticeships**, pre-apprenticeship is a recruiting tool for applicants into their respective apprenticeship programs. High School students learn about apprenticeships and experience them first hand by attending training activities while in the pre-apprenticeship program. These activities are a time when apprenticeship instructors and coordinators get a chance to know and evaluate the pre-apprentices.

For **The School District**, pre-apprenticeship provides interested and qualified students attending its schools with a pathway to jobs in the construction trades after graduating from its schools. The district desires to have qualified and recently graduated students from its schools employed on district construction projects as part of an approved apprenticeship training program.

**Question 2. What has facilitated program development and implementation?  
Describe barriers to program development and implementation.**

**The Inland Northwest Apprenticeship Coordinators Council** has been very instrumental in developing and promoting the idea of pre-apprenticeship. The council met regularly with **School District Administrators and Facilitators** to gain understanding and ultimately reach the agreements necessary to develop the program. **The Apprenticeship Utilization Agreement** was a marketable idea that school district, contractors and students could all buy into. Spokane Public Schools and The Spokane Skills Center have been instrumental by marketing the idea of

apprenticeship to students and training them. Spokane Public Schools developed the pre-apprenticeship web page and made it interactive where students can access information and apply. The web page also allows apprenticeship groups and contractors to post opportunities for students to job shadow, attend apprenticeship classes and to have work experiences. **The Apprenticeship Preparation Articulation Agreement** set program standards for student entry requirements, student expectations while in the program and course work to be completed. **The Spokane School Board** facilitated the programs implementation by whole heartedly supporting the agreements and resolutions.

Some of the barriers we experienced were the lack of understanding apprenticeship, student liability while attending opportunities and excessive paper work for students, parents and contractors. High School requirements and schedules made it very hard for some students to attend opportunities. Lastly, this has been an unfunded effort for all those involved.

### **Question 3. What evidence of effectiveness or measures of success?**

Last years pre-apprenticeship class had seventeen completers of which we were able to contact thirteen. Nine of the thirteen are currently in apprenticeships. Last year eight apprenticeships scheduled and held opportunities for students to come to their facilities and participate in learning activities. Most of the apprenticeships offered multiple times to accommodate pre-apprenticeship student schedules. Altogether there were twenty-nine opportunities for varying numbers of students which totaled one hundred and fourteen individual student opportunities. Four of the largest general contractors in the city of Spokane participated in job shadows and four students had paid work experiences while in the program. Any pre-apprenticeship student wanting a summer job was offered one.

### **Question 4. What policies would you recommend to make the program more accessible and productive across the state?**

Apprenticeship Utilization Language can be adopted and direct entry for pre-apprentices into apprenticeships negotiated state wide.

We need to solve the issue of liability. Contractors are immediately skeptical and hesitate to become involved. Bouten Construction came up with a supplemental provision to hold the contractor harmless.

We need to make the paperwork manageable for all work based learning managers.

The pre-apprenticeship articulation agreement between participating apprenticeship programs, Spokane Public Schools and the Spokane Skills Center could be developed and used as a model for implementation.

**Question 5. Describe program costs and information about how the program is currently funded.**

Currently the program is being indirectly funded by the apprenticeship groups and contractors. Pre-apprenticeship students attend opportunities at apprenticeship sites and experiences at construction locations. The program utilizes apprenticeship facilities and instructors along with any materials needed. One future expense would be in the recruitment of students, contractors, companies and agencies to be involved in the program. Another expense would be to maintain consistent communication with all those involved and maintenance of the web site. Many non paid hours have been incurred creating and maintaining the program which in the future would need to be compensated to insure its continued success.

**AN INTEGRATED APPROACH TO LEARNING**Written by ED MADDEN Guest Columnist  
**Vancouver Business Journal - Thursday, 11 August 2005***Apprenticeship closes the divide between on-the-job learning and academic training*

There is an implication in the marketplace that education obtained at a formal institution is superior to learning that occurs in the workplace. This myth results in two stereotypes: Conscientious and well taught students who achieve high status academic success opening the door to higher education and professional careers, compared to those with low aspirations taking dead end jobs without long-term security or training.

This myth demeans the option of work-based learning. Developments in learning indicate that an integrated approach to on- and off-the-job training is effective and contributes significantly to development of superbly skilled and innovative employees.

In the public education industry, career and technical education has historically battled for equality of esteem with its academic sibling. The state concentrates its efforts on academic results despite continued calls for coordination of technical education and training. This bias leaves industry and commerce to bear the responsibility for improving technical performance. Yet the academic route continues to fail large numbers of young people who, by the time they reach the age of 16, may prefer to continue their learning on a work-based pathway. Those opportunities are rapidly diminishing today.

However, new technologies and the shift towards the global marketplace in the workplace require a more integrated approach to skills development. In addition, studies tell us that the most effective learning combines theory and practice, giving purpose to education.

I have heard from a variety of apprentices who said they never really understood mathematics until becoming an apprentice in an occupation where math was taught in a practical manner.

Registered apprenticeship has three broad and interrelated aspects. It operates in a contractual framework which governs the reciprocal rights and obligations between an employer and an employee/apprentice specified in a signed formal agreement; formal and informal on- and off-the-job learning experiences; and the cultural and social aspects of and being at work.

Apprenticeship is a model of a “dual education system” that combines training and employment and includes a focus on the relationship between work and learning that can ease and increase participation in a changing marketplace.

According to employers with successful apprenticeship programs, production for the company and specialized skills for the employee is best combined in an apprenticeship. The structured development of apprenticeship requires at least 144 clock hours for theoretical instruction for every 2,000 hours of practical on-the-job learning, but can expand to all of the “art and mysteries” of a trade. This prepares workers – based on industry-defined needs – for today’s high-tech, high-performance workplace with its demands for a blend of technological, information, interpersonal and lifelong learning skills.

Throughout the centuries, apprenticeship has always been a meaningful vehicle for the development and transfer of occupational skills, knowledge and understanding. Furthermore, apprenticeship is an international concept which provides a structure where people can learn and demonstrate their abilities and potential while at the same time discovering their identity.

The direct ties of apprenticeship to employment – the reason Labor and Industries is the apprenticeship registration agency – make it a natural element for an employer-focused job training and learning system.

## **SAFETY TRAINING CENTER GRAND OPENING**

Source: Alexander, Kim, SCCD

The grand opening of the Safety Training Center on July 30, 2005, was a huge success. Speakers at the event included Dr. Jill Wakefield, U.S. Congressman Jim McDermott, King County Executive Ron Sims, Mark McDermott from the Mayor’s office, Senator Margarita Prentice, State Representative Phyllis Gutierrez-Kenny. Activities included an articulated man lift, catwalk, confined spaces, crane simulator, hearing test booth, safety demonstration vehicle, scissor lift, horizontal life lines, and self rescue. A barbeque for all took place after the formal program.

A broad-based coalition of labor, business and public entities are establishing this state-of-the-art center, which will be housed at South Seattle Community College, Duwamish Industrial Education Center. This location is ideal for addressing the safety needs of construction, transportation and manufacturing because the primary apprenticeship programs for these trades are located at or near the Duwamish. There



is a high concentration of these businesses in the area, and a supportive institutional structure for building and maintaining this center.

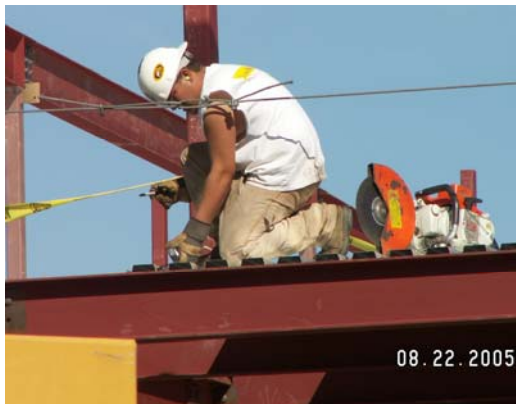
Coalition members and partners will benefit by pooling their resources into this centrally located facility. Together, the Coalition will have the latest equipment and “real life”, hands-on training facilities, share the best curriculum, and develop a pool of instructors to meet the long and short term needs of industry. .

For more information on the Safety Training Institute, call 206-762-9286.

### **Pacific Northwest Ironworkers & Employers Apprenticeship and Training Committee Local #14 Apprentices**

Source: Andy Phillipson

Jesse Champion and Eric Anthony (photo #119) are the school district #81 apprentices. James Beckley is also a Skill Center Graduate who is now an apprentice working on Lidgerwood school. Alexis Haas is a Helmets to Hard Hats apprentice. Andy



James Beckley



Alexis Haas



Jesse Champion and Eric Anthony



Jesse Champion

**Washington State Department of Labor and Industries/Classified Employees Joint  
Apprenticeship and Training Committee Graduates first group of Workers  
Compensation Adjudicator 2**

On July 8, 2005, L&I Claims training and the L&I Apprenticeship committee held a reception to recognize the accomplishments of the first Workers Compensation Adjudicator 2 (WCA2) Apprentice class to complete the apprenticeship program. Six apprentices received their WCA2 Journey level cards and certificates. This class began their program in August 2003.

The L&I WCA 2 apprenticeship program is an intense 22 month program that trains new Workers Compensation Adjudicators. There are currently about 60 apprentices at various stages in the program.

The Graduating apprentices included:

Robert E. Buchanan  
Delvina M. Jackson  
Andra E. Parker  
Shelly A. Sargent  
Ivan L. Sinkler  
Julie A. Sturdivant

### **Ridgefield Sponsors Apprenticeship Training for Employees**

Contacts - City Hall: Kay Kammer 887-3557; Public Works: Justin Clary 887-8251; and Department of Labor and Industries: Ed Madden 575-6927

The City of Ridgefield's continuous efforts to improve the services of the city and provide benefits for its employees has resulted in the development of new training programs for two city positions.

The positions of Public Utilities Maintenance Workers in the Public Works Department and Administrative Assistants at City Hall have been adopted in the City's Standards of Apprenticeship which were developed with support of the Teamsters Local 58 and assistance from the Department of Labor and Industries. The standards were approved by the Washington State Apprenticeship and Training Council at its meeting held on July 21, 2005 in Vancouver at the Heathman Lodge, 7801 NE Greenwood Drive.

Under the Registered Apprenticeship program, participants will obtain necessary training associated with their occupations in a structured, nationally recognized program that combines supervised on-the-job instruction by qualified staff which is supplemented with classroom instruction.

Krystal Reed was registered as an apprentice August 18, 2005. She has been employed by the City since May 1, 2004 in the Public Works Department. Public Works Director, Justin Clary, said "The apprenticeship program is consistent with the City of Ridgefield's objective for all of its employees – to provide necessary training and education opportunities that allows further development of each individual's skills

and experiences in their given profession. I look forward to watching Krystal's progress under this program.

A student intern from the Clark County Skills Center Office Applications program, Yuliya "Julie" Kozhemyakin who graduated from Heritage High School on June 20, 2005 was registered as an apprentice August 15, 2005 as an Administrative Assistant. "We are very excited about this program and opportunity for Julie and the City. We recognized how valuable she has been during her internship with us and we look forward to helping her achieve her career goals" said Kay Kammer, Director of Communications and Administration.

Additionally, over the 2 year length of these programs and by using the Registered Apprenticeship method of postsecondary education:

- the City (employer) will SAVE approximately \$37,786.65 in wages and tuition on each apprentice;
- The apprentices will EARN approximately \$52,717.00 and 49,297.00 (occupation specific).

### ***Young Women Find the Door Wide Open to Many Male-dominated Occupations***

Source: Washington State Skills Centers - News Brief, Volume 6, Issue 2, October 3, 2005

Although we are finding more young women in our automotive, collision repair, welding and construction classes every year, they still represent less than 10% of the students enrolled in these traditionally male-dominated programs. Those who are up to the challenge will be found at the head of the class!

Our most recent example is one of eight students accepted into formal apprenticeship programs right out of a Skills Center class. Her name is Brittani Marcoe, and she is now an apprentice in the Seattle Boilermakers Union. This 18-year-old Skills Center welding student competed against 39 others for an apprenticeship in an occupation where the average worker is a 47-year-old man, and she finished in the top ten! The Seattle Boilermakers Union apprenticeship coordinator, Frank Gosser, tells us that in 23 years he has only known a handful of women working in his union. We hope that Brittani is showing the way for many more in the future.

Brittany expects to start out earning \$13.50 per hour, while she masters her welding skills by building ships in Seattle. The prevailing wage for a journeyman boilermaker here in Spokane is \$44.97 per hour, and she can become a journeyman in as little as three years. This represents a huge return on our investment in our State's education system and Skills Centers in particular. If you have ever wondered whether or not we can really make a difference for all kids, think about this young woman and know that she represents only one of hundreds of stories that come out of our Skills Centers each year.

## Washington Electrical Programs Compete In the Western States Electrical Contest

Source: Randy Ambuehl, Northwest Washington Electrical Industry Joint Apprenticeship and Training Committee



Six Washington State registered IBEW/NECA joint electrical apprenticeship programs entered their top completing apprentices as contestants in the 2005 Western States Electrical Contest, which was held on September 10, 2005 in Boise, Idaho.

The contestants were all recently completed Inside Wireman (Construction Electrician) apprentices. The 2005 Contest included 28 entrants from 27 different IBEW/NECA joint programs from Alaska, California, Colorado, Idaho, Nevada, Oregon, Utah and Washington.

Representing the Washington State registered programs were Ben Doyle of Tacoma from the SW Washington Electrical JATC, Greg Greiner of Yakima from the LU112/NECA Electrical JATC, John Kowalski of Snohomish from the NW Washington Electrical JATC, Kelly McEachern of Vashon Island from the Puget Sound Electrical JATC, Brian Stowers of Post Falls, ID from the Inland Empire Electrical Training Trust and Aaron Zachary of Molalla, OR from the NECA-IBEW Electrical Training Center.

The Contest, which was held at the Southwest Idaho Electrical JATC Training Center, consisted of various segments consisting of written examination and material identification, motor control drawing and hands on, residential hands on, 1/2" conduit and 3/4" conduit. Contest awards of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place for top overall scores were given, along with individual top score awards for each segment.

Aaron Zachary from the NECA-IBEW Electrical Training Center won the Contest with First Place of highest overall score. Ben Doyle from the SW Washington Electrical JATC placed number 1 in the residential portion. John Kowalski from the NW Washington Electrical JATC placed number 1 in the 3/4" conduit portion.

An awards banquet was held that evening where the top three finishers received commemorative wall clock plaques along with a monetary prize. All of the participants received a Milwaukee Cordless Drill Motor in a commemorative bag from

Platt Electric Supply as well as a Certificate of Participation from the host JATC. On hand to congratulate the contestants were 9th District IBEW Vice President Mike Mowry and 8<sup>th</sup> District Vice President Ted Jensen.

The Contest originated in 1963 as a competition between the IBEW/NECA joint electrical programs in Oregon. In 1983 it was expanded to include the Northwest states of Alaska, Idaho, Oregon and Washington. In 1999 it was expanded to include all of the States of the Eighth and Ninth Districts of the IBEW. The 2006 Western States Electrical Contest will be hosted by the NECA-IBEW Electrical Training Center in Portland, Oregon on September 23.